

JIGSAW



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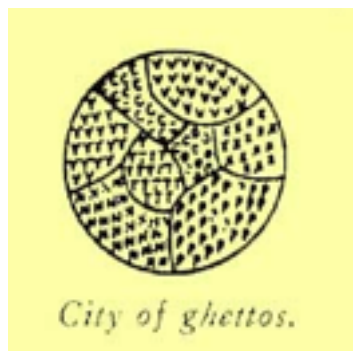
... is a co-operative learning technique which structures student interdependence around learning tasks. Students learn part of the curriculum in small groups and then teach that part to their peers in other small group. It is a way of implementing the pattern of COLLABORATIVE LEARNING and CO-OPERATIVE LEARNING



A large classroom made up of students of *diverse* cultures and abilities, who are very *competitive* amongst, and distrusting of, each other and who see the teacher as the only expert, destroys students self esteem, enjoyment and lowers their academic performance.

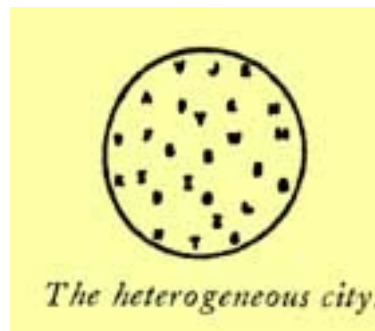
The JIGSAW method originated with the desegregation of the schooling system in America. For the first time students from different ethnic and racial groups, with varying intellectual skills and abilities, were confronted by daily contact with each other in classrooms. There was a lot of mistrust and misunderstanding and a great deal of conflict, which occasionally flared into physical violence. Aronson, a social psychologist, devised an intervention that dealt with the issue as a learning problem rather than taking a crisis management approach (Aronson, 1978).

I. Diversity



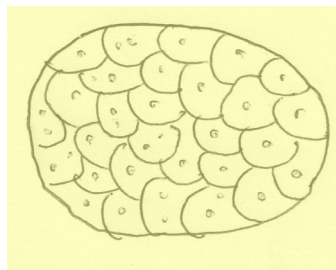
In a segregated schooling system, the classrooms, like the ghettos, are internally homogenous but they do not allow for a variety of learning styles and perspectives to emerge. People have

less chance to evolve and are often intolerant of ways that differ from their own.



The desegregation laws aimed at creating a rich society of learners by mixing them all together, but this resulted in a dampening of all significant variety and an encouragement of conformity to the dominant culture, which was also the most privileged and was reflected in a marked difference in skills and abilities. Removing the boundaries of the ghettos did nothing to lower the anxiety and increase the self esteem of those underprivileged and underachieving learners which continued to have a negative impact on their academic performance.

□



A mosaic of mixed-subcultures

Aronson (1978) envisaged a process whereby a large, diverse classroom could be regrouped into a mosaic of self-governing *SMALL WORK GROUPS* each with a representative mix, likened to the diversity of the class. Within these structures the students would be supported in showing mutual respect by developing their skills of listening to each other, working interdependently and developing commitment to the team (Kordaki & Siempos, 2010)

II Competition

Our society values competition and this is reflected in the classroom, often to the detriment of the well being and academic performance for many students. Students compete against each other for the attention and approval of the teacher. Instead of co-operating they exclude, judge and label each other, with the successful students denigrating the unsuccessful ones and the latter often withdrawing completely from even trying to participate. Aronson hoped to structure the learning process in such a way that success could only be achieved through co-operative behaviour rather than individual competitiveness.

III Expertise

Traditionally the teacher was viewed as the only expert and source of information. This also reinforced the idea that there could only be one correct answer. The JIGSAW method creates the opportunity for each student to become an expert in an area by and to share this expertise with their peers, thus becoming a valued member of the team.

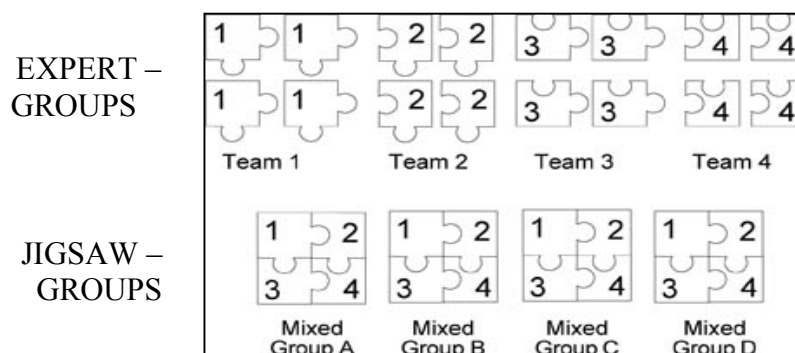
IV JIGSAW

- The teacher divides the lesson into 5 or 6 subtopics
- The teacher divides the class into a number of small heterogeneous groups, known as Jigsaw-Groups (learning groups (Brown, 1992)).
- Each member of the Jigsaw Group is assigned to learn one necessary and unique subtopic as well as to teach it to the rest of the group.
- In order to learn their subtopic the teacher divides the class into other small heterogeneous groups known as Expert-Groups (research groups (Brown, 1992) , which comprises those students who share the same subtopic.
- The students in the Expert-Groups collaborate to help each other learn the shared subtopic and prepare to teach it to their respective Jigsaw-Groups.
- When the Jigsaw-Groups reconvene, each student is an expert in one subtopic, each holds 1/5 of the information that the group needs to know to complete lesson, hence the term Jigsaw.
- The students need to co-operate in order for each one to RECIPROCALLY TEACH their particular subtopic until the group has covered the entire lesson's material
- When the study unit is completed students can be tested and receive a grade based on their individual test performance. However, it has been suggested that to promote helping behaviour and academic performance the EVALUATION should include a CO-OPERATIVE REWARD STRUCTURE by assigning grades individually as well as based on the average performance of the Jigsaw-Group (Moskowitz, Malvin, Schaeffer, & Schaps, 1985)

Therefore:

Arrange the work in such a way that learning revolves around interaction with peers. Provide students with the possibility of assisting each other, in small heterogeneous groups, to become experts in an area of learning and to develop the interpersonal and interactive skills necessary to reciprocally teach this expertise to their peers. Create a situation of mutual interdependence to achieve the learning goals.

Split the lesson into a number of subtopics. Restructure the class into a mosaic of small, heterogeneous EXPERT GROUPS whose responsibility it is to learn the subtopic and prepare to present it to their peers. Regroup each of these students into another small, heterogeneous JIGSAW GROUP. Give the members of this group the onus of presenting to, and learning each subtopic from, each other until the group has covered the entire lesson. Assess each student on their individual knowledge of the lesson but include in their grade the average performance of the group to reinforce the accountability each has for their peers learning.



Tewksbury (2009)



Create the groups based on the principles of heterogeneous SMALL GROUP dynamics, facilitate NEGOTIATION, PROBLEM-BASED LEARNING, RESEARCH in the Expert-Group. Facilitate ROLE PLAY, RECIPROCAL TEACHING, MASTER AND APPRENTICE in the Jigsaw groupsTHIS SECTION NEEDS TO BE DEVELOPED FROM THE CONCEPT MAP INCLUDING THOSE PATTERNS THAT ARE CLOSEST IN PROXIMITY TO THE CORE OF JIGSAW LEARNING.



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